- The Early Head Start Program began using the Classroom Assessment Scoring System (CLASS) teacher-child observation instrument for both Infant and Toddler classrooms in the Early Head Start-Child Care Partnership (EHS-CCP) Program during the 2017-2018 program year. CLASS was implemented to support professional development planning as one method of data driven decision-making.

- CLASS is an observation instrument that assesses the quality of teacher-child interactions in center-based classrooms that support children's learning and development.

- CLASS was designed to create a common vocabulary that can be used to describe different aspects of effective teaching and caregiving.

- CLASS dimensions are based on developmental theory and research suggesting that teacher-child interactions are a primary way of optimizing children's learning and developing.

- The Office of Head Start does not require CLASS observations for Early Head Start Programs.

- Score Ranges - Seven-point scoring scale
  - Low Range (1-2) – Behaviors and interactions are rarely present or low-quality, superficial, strained, rote, or ineffective.
  - Middle Range (3-5) – Behaviors and interactions are somewhat present during the classroom observation or a part of some children's experience. Interactions are mixed; some interactions remain superficial, ineffective, or absent, whereas others demonstrate more intentional support that deepen children's experiences.
  - High Range (6-7) – Behaviors and interactions are meaningful, consistent, sustained, and reflective of most children's experience in the classroom. Interactions deepen children's experience or understanding and convey a level of intentional and effective support.

- Infant CLASS Tool Design
  - Primarily used in classrooms serving children 15 months or younger but can be used up to 18 months old.
  - Observations should be carried out during routine care times such as feeding, diapering, and putting infants down for a nap.

- Toddler CLASS Tool Design
  - Primarily used in classrooms serving children 15 – 36 months old.
  - Observations should be carried out during routine care times, structured and unstructured times of the day.

- During November 2020, the Early Head Start program at Stafford Early Childhood Center opened adding 10 classrooms to the program.

- During the 2020-2021 program year due to COVID-19 and health and safety concerns, the decision was made not to complete CLASS observations.

- Observations were reintroduced in the Spring for the 2021-2022 program year and continued in the Fall for the 2023-2024 program year.

- Due to the return to Fall observations in the 2022-2023 program year, the PreK CLASS tool was not used. Age groups were still within the acceptable range for the Toddler CLASS tool.*

CLASS Data

Program Year	Number of Observable Classrooms	Classroom Data Aggregated	Percent of Data Used
2017-2018	33	28	84%
2018-2019	34	26	76%
2019-2020	33	33	100%
2020-2021	-	-	-
2021-2022	42	37	88%
2022-2023	45	43	96%
2023-2024	47*	26	100%

Due to limited resources, 55% of classrooms were observed using random sample.

Infant CLASS Comparisons

	Dimensions				Domain
Program Year	Relational Climate	Teacher Sensitivity	Facilitated Exploration	Early Language Support	Responsive Caregiving
2017-2018	5.55	5.15	4.6	4.05	4.84
2018-2019	5.92	5.46	4.63	4	5
2019-2020	5.08	4.96	3.92	3.67	4.41
2020-2021	-	-	-	-	-
2021-2022	5.19	5.19	5	5.19	5.14
2022-2023	5.79	5.88	5.25	5.13	5.51
2023-2024	5.93	5.86	5.21	5.79	5.7

Toddler CLASS Comparisons

	Dimensions					Domain	Dimension			Domain
Program Year	Positive Climate	Negative Climate	Teacher Sensitivity	Regard for Child Perspective	Behavior Guidance	Emotional and Behavioral Support	Facilitation of Learning and Development	Quality of Feedback	Language Modeling	Engaged Support for Learning
2017-2018	5.69	1.36	5.14	4.83	4.56	5.37	3.67	3.11	3.22	3.33
2018-2019	5.54	1.64	5.11	4.71	4.89	5.32	3.89	3.25	3.36	3.5
2019-2020	5.88	1.52	5.29	4.6	4.67	5.38	2.93	2.45	3.07	2.82
2020-2021	-	-	-	-	-	-	-	-	-	-
2021-2022	5.73	1.27	5.34	4.82	5	5.52	3.93	3.11	3.75	3.6
2022-2023	5.88	1.08	5.55	5.13	5.12	5.72	3.97	3.28	3.78	3.68
2023-2024	6.03	1.06	5.59	5.29	5.12	5.79	4.15	3.32	4.03	3.83

PreK CLASS Comparison

Program Year	Dimensions				Domain				Domain	Dimension			Domain
	Positive Climate	Negative Climate	Teacher Sensitivity	Regard for Student Perspective	Emotional Support	Behavior Management	Productivity	Instructional	Classroom Organization	Concept Development	Quality of Feedback	Language Modeling	Instructional Support
2021-2022	6	1.21	5.21	4.93	5.73	5.29	4.19	4.5	4.86	3.07	3.14	3.34	3.21
2022-2023*	-	-	-	-	-	-	-	-	-	-	-	-	-
2023-2024	-	-	-	-	-	-	-	-	-	-	-	-	-